Grade 7 English Language Arts

# UNIT ORDER

1. Active Reading /Intro to Fiction
2. Narrative Writing
3. Nonfiction Study
4. Expository Writing
5. Fiction / Poetry
6. Argumentation
7. Historical Fiction and Non-Fiction Analysis
8. Novel Study

# This curriculum is aligned to the PA Academic Standards for English Language Arts (PA Core ELA adopted March 1, 2014) for Grade 7.

# Accelerated Reader

* Students will be expected to read independently outside of class and demonstrate this independent reading through the use of Accelerated Reader quizzes.

o ELA teachers should provide frequent assistance and feedback to students to help them select books that are at the appropriate independent reading level. This is especially critical when reading non-fiction text.

o Book selection (within the appropriate reading level range) should be based on student self-selection. It is acceptable for ELA teachers to set minimum requirements for non-fiction reading, but these minimums must not constitute more than 1/3 of the total points.

* Independent reading via Accelerated Reader will count for 10% of the marking period grade.
  + Grade may be based on total points, accuracy, and/or meeting reading level targets.

# Writing

* Students should be expected to write **everyday** throughout the ELA class for a variety of purposes, in varied lengths, and in a variety of formats.
* Writing is encouraged as a form of formative and summative assessment, as well as for active engagement within the classroom giving every student the opportunity to participate.
  + Formative Assessment Examples: bellringers based on objectives for the day before, exit slips, mid-class checks for understanding, vocabulary activities
  + Summative Assessment Examples: Text-Dependent Written Responses, Essays
  + Engagement Strategies: Pre-reading predictions, making text connections, questioning during reading, thinking and analyzing quick writes
* Writing should be shared/reviewed (peer, group, teacher, etc). A generic time for “daily journal" is discouraged. Feedback on writing should be provided frequently and in a timely manner. Writing should be directly related to the instructional content and used as a strategy with purpose. Writing can be used for further editing and/or grammar instruction.
* Formal instruction in expository, argumentative, and narrative writing is included within the curriculum

# Grammar

* Grammar instruction will occur within the context of writing with mini-grammar lessons and conferences incorporated throughout the curriculum. Objectives for grammar instruction are included throughout the curriculum outline.
  + Mini-grammar lessons (10-20 minutes) include a focus on a specific skill, rule or grammar principle and then students reviewing and editing their own writing.
  + Grammar topics are included / assessed as focus correction areas in writing.
  + Assessment of grammar is included within editing writing activities and focus correction area within writing assignments.

MINI-GRAMMAR LESSONS - GRADE 7

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| --- | --- |
| Grammar Topic | Unit |
| Function of clauses and phrases | Active Reading/Intro to Fiction |
| Compound and complex sentences | Active Reading/Intro to Fiction |
| Compound-complex sentences | Argumentation |
| Misplaced and dangling modifiers | Narrative Writing |
| Inappropriate shifts in pronoun number and person | Narrative |
| Correcting vague pronouns | Narrative |
| Correct verb tense | Non-fiction |
| Fragments and run-on sentences | Expository Writing |
| Frequently confused words (e.g. too, to, two; you’re your; their, there, they’re) | Active Reading |
| Subject-verb agreement | Non-fiction |
| Pronoun-antecedent agreement | Narrative |
| Comma to separate coordinate adjectives | Fiction |
| Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive /parenthetical elements | Non-fiction |
| Use punctuation to separate items in a series | Expository Writing |
| Choose language to express ideas precisely | Argumentation |
| Be concise, eliminate wordiness and redundancy | Argumentation |
| Vary sentence patterns | Expository Writing |
| Choose punctuation and words for effect | Argumentation |
| Punctuate dialog | Narrative |

# Vocabulary Instruction

**5-10 minutes per day of embedded vocabulary instruction**

#### Objectives:

* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on curricular reading and content.
  + Use context as a clue to the meaning of a word or phrase.
  + Use common Greek or Latin affixes and roots as clues to the meaning of a word.
* Demonstrate an understanding of word relationships and nuances in word meaning.
  + Interpret figurative language
  + Use the relationship between particular words to better understand each of the words (ex: synonym and antonym)
  + Recognize and explain the meaning of common idioms, adages, and proverbs

#### Instructional Guidance:

* Can be at beginning, middle or end of period.  Can be spread throughout class period (ex: introduce a word as a pre-reading activity for a selected passage)
* **5-7 words per week (or “active” at a time) maximum** – Vocabulary words selected from text(s) being read and studied in class and not from isolated lists. Vocabulary words can be introduced individually or in very small chunks.
* Words “**worked with 8-12 times**” – in small chunks before final assessment. Based on formative assessment during word work, some words may be ready for final assessment after 6 interactions while others may need to stay “active” and be worked with 12-15 times.
* NOT intro on Monday, define from dictionary, write sentences, test on Friday
* “Retired” words should be reinforced continually and reviewed (can be re-assessed) using word wall activities throughout the year.

Sample Instructional Routines

* + **3 minutes** – Bellringer activity while you are taking roll – have students pick one word already introduced from Word Wall and write an antonym (word or phrase) for it.  Pair /share and then group share a few.
  + **7 minutes** – Introduce new word from reading during “before reading” activity – give definition – have students draw picture to describe/define based on what you said – pair/share – clarify as needed- add to word wall
  + **6 minutes** – as you transition from one activity or topic to another part of lesson – have students quick write a way the word “consensus” currently being studied relates to 2 other words from word wall somehow and give explanation/reason they “relate” – Pair/share/group share/clarify as needed.
  + **4 minutes** – Exit Slip – as a class you have worked with the word “deliberate” at least 8-12 times.  Ask students to write a sentence using the word deliberate or write a explanation of what deliberate means on an exit slip.  Collect and grade as an assessment for the word (you’ll need to be sure absent students complete this later).
  + **10 minutes** – You introduced/added the word “consensus” yesterday to the Word Wall.  Today you review the Latin root “con” – have students in partners (maybe clock partners) brainstorm all of the words they can think of that contain “con” and then group share and determine how they relate to Latin root (or if they are a “false root”). During upcoming weeks – take any opportunity to show/use words with that root or recognize when students do.
  + **6 minutes** – Based on exit slips yesterday and pair/share discussion, you realize students are using emaciated as a synonym for sick and don’t understand the real meaning of the word (excessively thin). You show a drawing (carefully chosen to not be too graphic) of an emaciated dog and a picture of a person with the flu on the whiteboard and ask students to quick write the difference between emaciated and sick.

#### *Assessment:*

* Exit slips or other types of written assessment of single or multiple vocabulary words
* Objective quizzes
* Question and answer
* Writing activities related to vocabulary objectives
* Homework/classroom activities related to objectives

#### Suggested Instructional Activities/Vocabulary strategies:

* Word/concept maps
* Quick drawing and quick writings
* Word Wall activities
* Bell-ringers and exit slips
* Contextual redefinition
* Root study connected to word
* Word sorts

# Read - Aloud

Purposes: improve listening skills, build vocabulary, model and aide development of reading comprehension, model fluent reading, allow all students to access increasingly difficult and challenging text, practice development of active reading strategies

* Approximately 15 minutes per day devoted to teacher read-aloud activities (including associated Before-During-After reading and discussion activities).
* Texts should be of varying lengths and genres (ex: novels, short stories, poems, non-fiction). Texts at a higher level than student independent reading level are encouraged. Text to be read aloud may be text to be used within instructional units outlined below or reading for group enjoyment.
* Students should be actively engaged in before-during-after reading activities to facilitate comprehension and to prevent this from becoming a passive student activity.

#### Assessment:

* Group and small group structured discussion activities (with rubric)
* Objective quizzes
* Question and answer
* Written responses (including text-dependent analysis)

#### Suggested Instructional Activities

* Teacher modeling of think-aloud and active reading strategies
* B-D-A strategies (before, during, after reading)
* Pair/sharing and small group sharing
* Listen, Make a Mental Movie, Sketch, Pair/Share activity

# Unit #1: Active Reading Strategies (10-15 days)

#### Objectives:

* Independently demonstrate the effective use of at least five active reading strategies using a variety of passages from multiple genres. Examples of active reading strategies include: questioning, connecting, predicting, evaluating, previewing, visualizing, clarifying, inferring, summarizing and synthesizing.
* Cite **several pieces of text evidence** to support analysis of what the text says explicitly as well as **inferences**, **conclusions**, and/or **generalizations** drawn from the text.
* Determine a **theme or central idea** of a text.
* Mini-Grammar Lessons
  + Frequently confused words (too, to, two; they’re, their, there; your, you’re)
  + Explain the function of phrases and clauses in general and their function in specific sentences.
  + Write compound sentences.
  + Write complex sentences.
* \*\* Before starting text-dependent written responses, conduct a **pre-assessment by administering a text-dependent written response**. Score using holistic text-dependent rubric to provide a baseline. Return to students with general feedback, keep to use for editing and re-teaching and refer back to measure growth.

#### Assessments:

* Graded independent practice with individual strategies using a variety of texts
* Bellringers, exit slips, and other written assessment of strategy
* Writing responses to text or text related topics (grammar self and/or peer editing).
* Required FINAL UNIT ASSESSMENT: Students read an unfamiliar passage and demonstrate use of at least three strategies plus pre-reading prediction and summary statement (graded using a rubric to assess appropriate use of reading strategies)

#### Instructional Guidance:

Provide direct instruction on at least **FIVE** active reading strategies, model, provide guided practice, and then independent practice using a variety of shorter fiction and nonfiction passages (include a variety of genres).

**Active Reading Strategies**  
   
**Questioning**- Ask questions about the text. What are you confused by? What is motivating the character(s)? Why are certain things happening? Why might the author have used that word or that setting?

**Connecting** - Connect personally with what you are reading. Think of similarities between the descriptions in the selection and what you have personally experienced, seen, and heard or read about. Also, connect to anything you may have already read or seen in media (movies, news broadcasts,   
newspapers, magazines, Internet).

**Predicting**  - Try to figure out what the text will be about, will happen next and how the selection might end. Then read on to see how accurate your guesses are.

**Evaluate -** Form opinions about what you’ve read, both while you’re reading and after you’ve finished. Develop your own ideas about characters and events. Make a logical guess or come to a conclusion based from the story or text.

**Previewing text and vocabulary** - Before reading, look at any titles, subheadings, charts, graphs, and captions. Talk out loud as a whole group, inviting students to make predictions about what they are going to read. Scan the text and ask students to point out words or phrases that are new to them, confusing or they wonder about at first glance.

**Visualize -**Describe the images you see as the author describes them. Use the details from the text to create the “movie in your mind.”)

**Clarify -** Stop and check whether you understand the text. Read on, and sometimes even reread, and your understanding may change and develop. When you find the answers to any questions you have had, note them in the text.

**Infer -** Act like a detective and use clues from the text to help figure out what is happening, what the author is trying to say, or what may happen next.

**Summary Statement or Main Idea Statement-**Short, quick statement telling what text is mainly about

**Text Annotating -** Talking to the text by marking up the text to show your observations and thoughts.

#### Suggested Texts and Resources

* Grade level/ Lexile level passages from readworks.org
* Common Core text exemplar lists
* Text passages from reading series resources
* Mixed length passages representing a variety of genres (fiction and non-fiction)

# Unit # 2: Narrative Writing (10-15 days)

#### Objectives:

* Plan for narrative writing using a **story map or other graphic organizer**.
* Establish a context and point of view and introduce characters and/or a narrator.
* **Organize an event sequence** that unfolds naturally and logically to support the writer's purpose.
* Use **narrative techniques** to develop characters, experiences, and/or events.
  + Ex: dialogue, pacing, description
* Use a variety of **transition words** and phrases to convey sequence and to signal shifts from one time frame or setting to another.
* Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
* Provide a conclusion that follows from and reflects on the narrated experiences or events.
* Mini-Grammar Lessons
  + Recognize and correct misplaced and dangling modifiers.
  + Recognize and correct inappropriate shifts in pronoun number and person.
  + Correct vague pronouns.
  + Ensure pronoun-antecedent agreement.
  + Punctuate dialog.

#### Assessments:

* Assessments of ***individual*** objectives/skills related to narrative writing (objective quizzes, writing exercises and activities)
* Required: **Minimum of two full length essay responses** (at least one **must** be independent prompt with no assistance) graded based on focus correction areas
* Graphic organizer assessments
* Peer and self editing exercises

#### Instructional Guidance:

Reinforce writing skills and mini-grammar lessons taught in previous units. Emphasize the personal narrative essay as well as the narrative story.

#### Suggested Texts and Resources:

* Writing graphic organizers
* Collins Writing Focus Correction Areas
* PDE PA Core PSSA Item Sampler with Scoring Rubrics

# Unit # 3: Nonfiction Study (20-25 days)

#### *Objectives:*

* Make **inferences** using text evidence.
* Make **conclusions** and **generalizations** using text evidence.
* Determine **two or more central ideas of a text** and **analyze their development** over the course of the text.
* Provide an **objective summary of** a nonfiction text.
* **Analyze the interactions** between individuals, events, and ideas in a text.
* Determine an **author’s point of view** in a text and **analyze how the author distinguishes** his or her position from that of others.
* Analyze the **structure** an author uses to organize a text, including how major sections and **text features** contribute to the whole and to the development of the ideas.
* Determine **how an author uses the meaning of words or phrases**, including figurative, connotative, or technical meanings, in a text.
* Analyze the **impact of specific word choice** on meaning and tone.
* Mini-Grammar Lessons
  + Recognize and correct inappropriate shifts in verb tense.
  + Ensure subject-verb agreement.
  + Use punctuation to set off nonrestrictive/parenthetical elements.

#### Assessments:

* Required: Two graded text dependent analysis questions (includes one as noted for specific objective above)
* Written response (varying lengths)
* Objective quizzes/tests
* Class and/or homework activities directly related to objectives

#### *Instructional Guidance:*

Reinforce inferences, generalizations and text evidence skills during this unit. Use a mix of shorter and longer non-fiction passages at a range of levels.

Use close reading strategies for passages that are challenging and complex.

Provide direct instruction, modeling, guided practice and independent practice for objectives.

#### Suggested Texts and Resources:

* PDE PA Core Item Sampler
* PDE SAS
* Grade level/ Lexile level passages from readworks.org
* Current events readings
* Government publications
* Common Core text exemplar lists
* Texts/passages from reading series resources
* Text Sets related to PC Grade 7 Science and Social Studies curriculum maps

# Unit # 4: Expository Writing and Text Dependent Responses (20-30 days)

Pre- Assessment –Expository Writing Prompt (cold prompt- not text dependent) scored using expository writing rubric (holistic score of 0-4). Score this essay using holistic rubric (not counted in student grade) to provide a baseline. Return to students with general feedback, keep to use for editing throughout the unit and refer back to at end of unit to measure growth.

### *Objectives:*

* **Plan for writing** by creating an appropriate graphic organizer to respond to an expository prompt (text dependent and non-text dependent).
* Write an effective **thesis statement** in response to an expository prompt.
* Demonstrate the use of at least two different styles of **introductions** in response to an expository prompt.
* Write a **conclusion** that effectively concludes an essay and includes a summary of key points.
* Write body **paragraphs** containing a **topic sentence** and relevant details.
* Using specific **text evidence** to support ideas when responding to prompt based on a text
* Use appropriate **transitions** to separate ideas.
* Use a variety of **sentence structures**/**patterns** (at least three).
  + Write a compound sentence with a semicolon.
  + Write a complex sentence.
  + Write a sentence using parallel structure.
* **Edit self and peer writing** based on specific focus correction areas (Grammar FCA's selected based on lessons already taught).
* Mini-Grammar Lessons
  + Choose among simple, compound and complex sentences to signal differing relationships among ideas.
  + Recognize and correct sentence fragments and run-on sentences.
  + Use punctuation to separate items in a series.
  + Vary sentence patterns for meaning, reader/listener interest, and style.

#### Assessments:

* Assessments of ***individual*** objectives/skills (objective quizzes, writing exercises and activities)
* Writing to learn activities for formative assessment
* Required: **Minimum of three full length essay responses** (at least one must be independent text-dependent prompt completed with no assistance) graded based on focus correction areas
* Graphic organizer assessments
* Peer and self editing exercises

#### *Instructional Guidance:*

Direct instruction, modeling, guided practice and independent practice (graded assessments) must be provided for each of the objective components above individually as well as holistically in essay writing.

**Sentence patterns/structures**

* Write a compound sentence with a semicolon.
  + A lowered grade results when you do not turn work in on time; failure results when you do not turn in your work at all.
  + The hill was covered with wildflowers**;** it was a beautiful sight.
* Write a complex sentence.
  + If you try hard enough, you will succeed.
  + After they finished studying, John and Maria went to the movies.
  + When he handed in his homework, he forgot to give the teacher the last page.
* Write a sentence using parallel structure.
  + Mary likes hiking, swimming, and bicycling.
  + Mary likes to hike, to swim, and to bike.
  + The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game.

#### Suggested Texts and Resources:

* Writing graphic organizers
* Collins Writing Focus Correction Areas
* PDE PA Core PSSA Item Sampler with Scoring Rubrics
* A mix of fiction and non-fiction texts of varying lengths

# Unit # 5 : Fiction (30-40 days)

#### Objectives:

* Cite **several pieces of text evidence** to support analysis of what the text says explicitly as well as **inferences**, **conclusions**, and/or **generalizations** drawn from the text (reinforce and review).
* **Analyze the development of the theme or central idea** of a text over the course of the text.
* Provide an **objective summary** of the text.
* Analyze how **particular elements** of a story, drama, or poem **interact** (e.g. how the setting shapes the characters or plot).
* Analyze how an author develops and contrasts the **points of view of different characters or narrators** in a text.
* Analyze how a **drama's or poem's form or structure** (e.g., soliloquy, sonnet) contributes to its meaning.
* Determine how the author **uses the meaning of words or phrases**, including figurative and connotative meanings, in a text.
* Analyze the **impact of rhymes and other repetitions of sounds** (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
* Mini-Grammar Lessons
  + Use a comma to separate coordinate adjectives (e.g. It was a fascinating, enjoyable movie.)

#### Assessments:

* Required: Minimum of two graded text dependent analysis questions based on objectives
* Written response (varying lengths)
* Objective quizzes/tests
* Class and/or homework activities directly related to objectives
* Required FINAL UNIT ASSESSMENT: Must include a cold text passage with PA Core level multiple choice questions and text dependent response.

#### Instructional Guidance:

Texts must include a variety of genres including stories, drama and poetry to meet above objectives. Paired non-fiction passages may also be used to reinforce analysis of literature and reading skills.

Note that objectives require that students apply these skills to a variety of texts. It is not sufficient to just define, identify, or explain. For example, students must not only identify figurative language in text, but they also have to be able to interpret and analyze its use in a passage.

#### *Suggested Texts and Resources:*

* Novels or novel excerpts from approved novel list
* PDE PA Core Item Sampler
* PDE SAS
* Grade level/ Lexile level passages from readworks.org
* Common Core text exemplar lists
* Texts/passages from reading series resources

# Unit # 6: Argumentation (15-20 days)

Pre- Assessment – Cold Argumentative Writing Prompt scored using PA Core PSSA argumentative writing rubric (holistic score of 0-4). Score using holistic rubric (not counted in student grade) to provide a baseline. Return to students with general feedback, keep to use for editing throughout the unit and refer back to at end of unit to measure growth.

#### Objectives:

* Trace and evaluate the **argument and specific claims in a text.**
* Analyze how the author **distinguishes his or her position from that of others**.
* Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
* Conduct **short research** to answer specific questions, using credible sources of information.
* Create an **introduction** to argumentative writing that introduces a claim effectively for the intended audience.
* Write a **thesis statement** that clearly outlines the argument or claim.
* Acknowledge **alternate or opposing claims**.
* Logically **organize** reasons and evidence to support the claim.
* Support claim with **logical reasoning and relevant evidence,** using accurate, credible sources and demonstrating an understanding of topic or text.
* **Use words, phrases, and clauses to create cohesion** and clarify the relationships among claim, reasons, and evidence.
* Establish and maintain a **formal style** within an opinion essay.
* Provide a **conclusion** that reinforces the claims and reasons presented.
* Mini-Grammar Lessons
  + Write compound-complex sentences.
  + Choose language that expresses ideas precisely.
  + Be concise, recognize and eliminate wordiness and redundancy.
  + Choose punctuation for effect.
  + Choose words and phrases for effect.

#### Assessments:

* Assessments of ***individual*** objectives/skills related to opinion/persuasion (objective quizzes, writing exercises and activities)
* Required: **Minimum of two full length essay responses** (at least one **must** be independent prompt with no assistance) graded based on focus correction areas
* Graphic organizer assessments
* Peer and self editing exercises

#### Instructional Guidance:

Reinforce writing skills developed during Expository Writing unit. Emphasize the importance of relevant, logically ordered reasons to support argument and the importance of presenting counter claims. Be sure students are using formal style for writing throughout.

Mini-research can be conducted to locate appropriate text relevant to a specific argumentative prompt or series of prompts.

#### Suggested Texts and Resources:

* Writing graphic organizers
* Collins Writing Focus Correction Areas
* PDE PA Core PSSA Item Sampler with Scoring Rubrics
* Grade level text focused on controversial topics relevant to middle school students (ex: dress codes, curfews, uniforms).

# Unit # 7: Historical Fiction and Non-Fiction Analysis (15-20 days)

#### Objectives:

* Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
* Cite text evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
* Analyze components of literature such as character, setting, plot, symbolism, theme, tone, mood, and style.

#### Assessments:

* Objective quizzes/tests
* Written responses
* Class and/or homework activities related to objectives

#### Instructional Guidance:

Review fiction and non-fiction objectives already taught. Use close reading strategies when studying text above current student instructional level.

#### Suggested Texts and Resources:

* Number the Stars
* Non-fiction and fiction text (including drama and/or poetry) related to the Holocaust
* Other grade level fiction and non-fiction texts related to a single topic, event or person.

# Unit # 8: Novel Study (15-20 days)

#### *Objectives:*

* Analyze components of literature such as character, setting, plot, symbolism, theme, tone, mood and style.
* Analyze the effectiveness of the author’s use of various literacy devices.
* Identify and correctly use new vocabulary acquired through the study of the novel.
* Report on a topic or present an opinion while speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

#### Assessments:

* Short student presentation or project including multimedia or visual display (with grading rubric)
* Novel based classroom exercises / activities
* Homework projects or activities based on novel study
* Objective quizzes and tests
* Open-ended/ text -dependent student responses to literature

#### Instructional Guidance:

During novel study, include some type of opportunity for short formal student speaking (1-2 minutes).

Reinforce reading skills previously taught throughout the course.

#### Suggested Texts and Resources:

* Novels from approved novel list